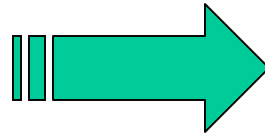
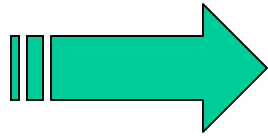




IOWA Tests

What's the Use?

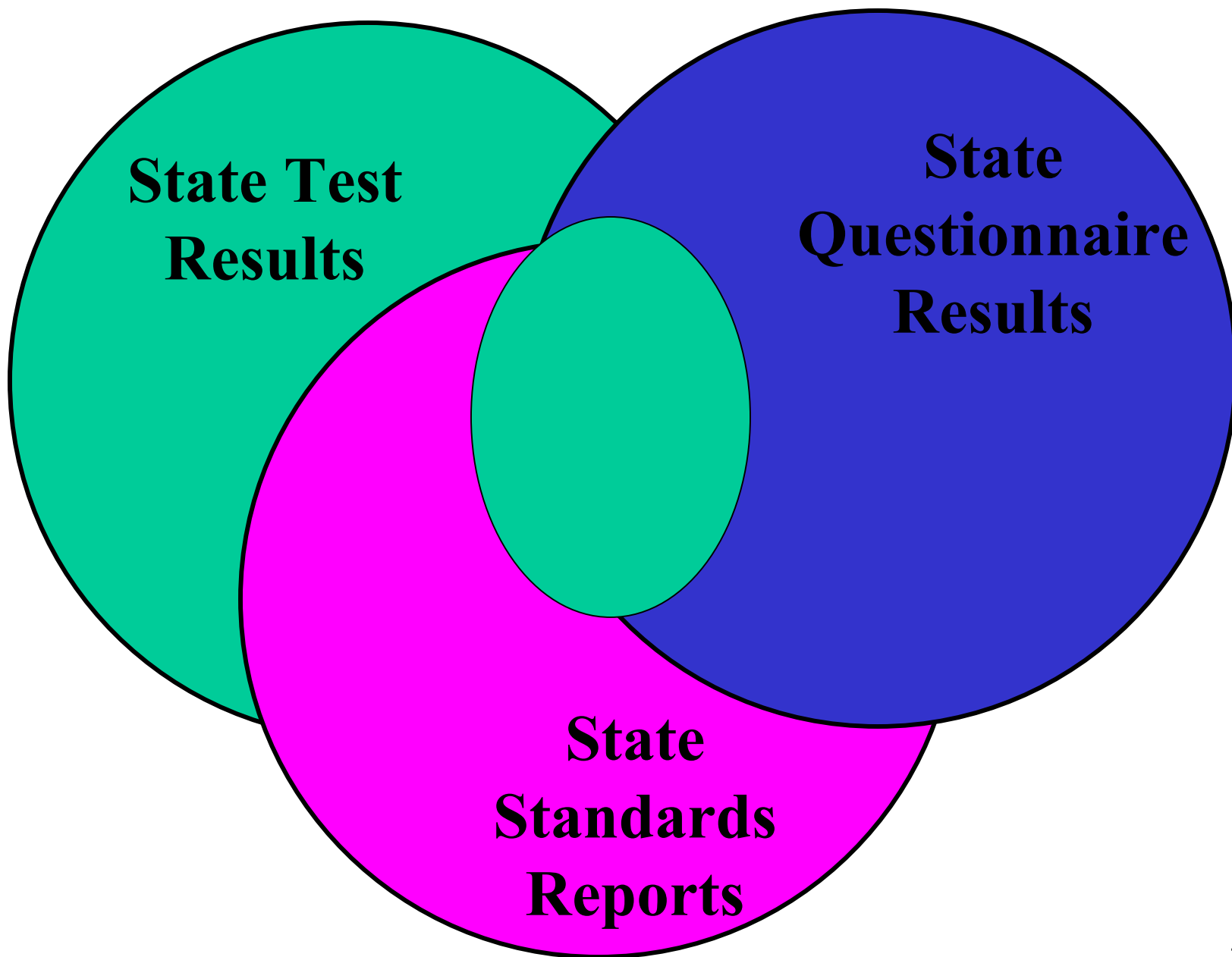
It Just Makes Sense:



good teachers + good data = good decisions

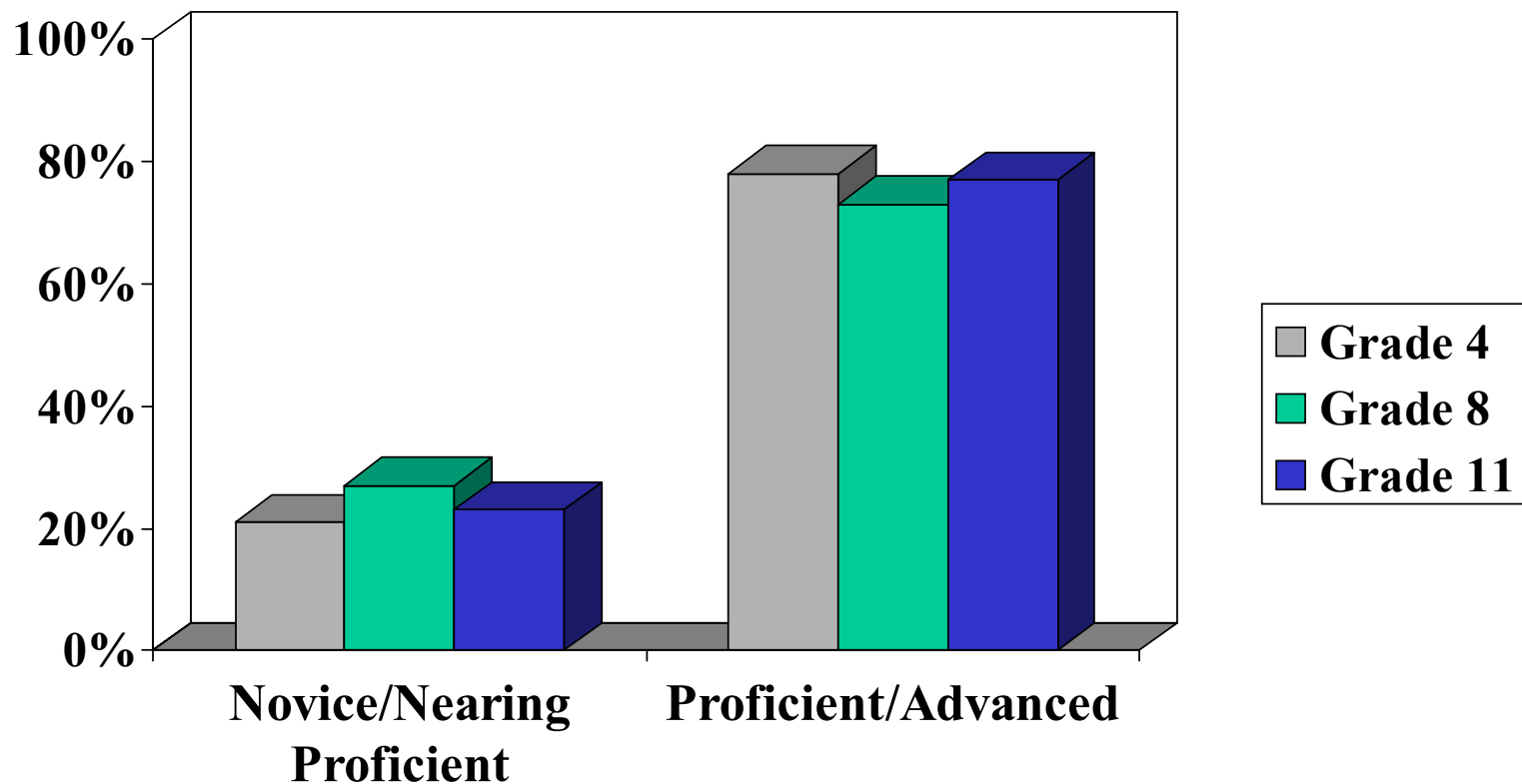
Data and decisions that are

- Hopeful not hopeless
- Anxiety-reducing not anxiety-creating
- Smiles not tears



**State
Test
Results**

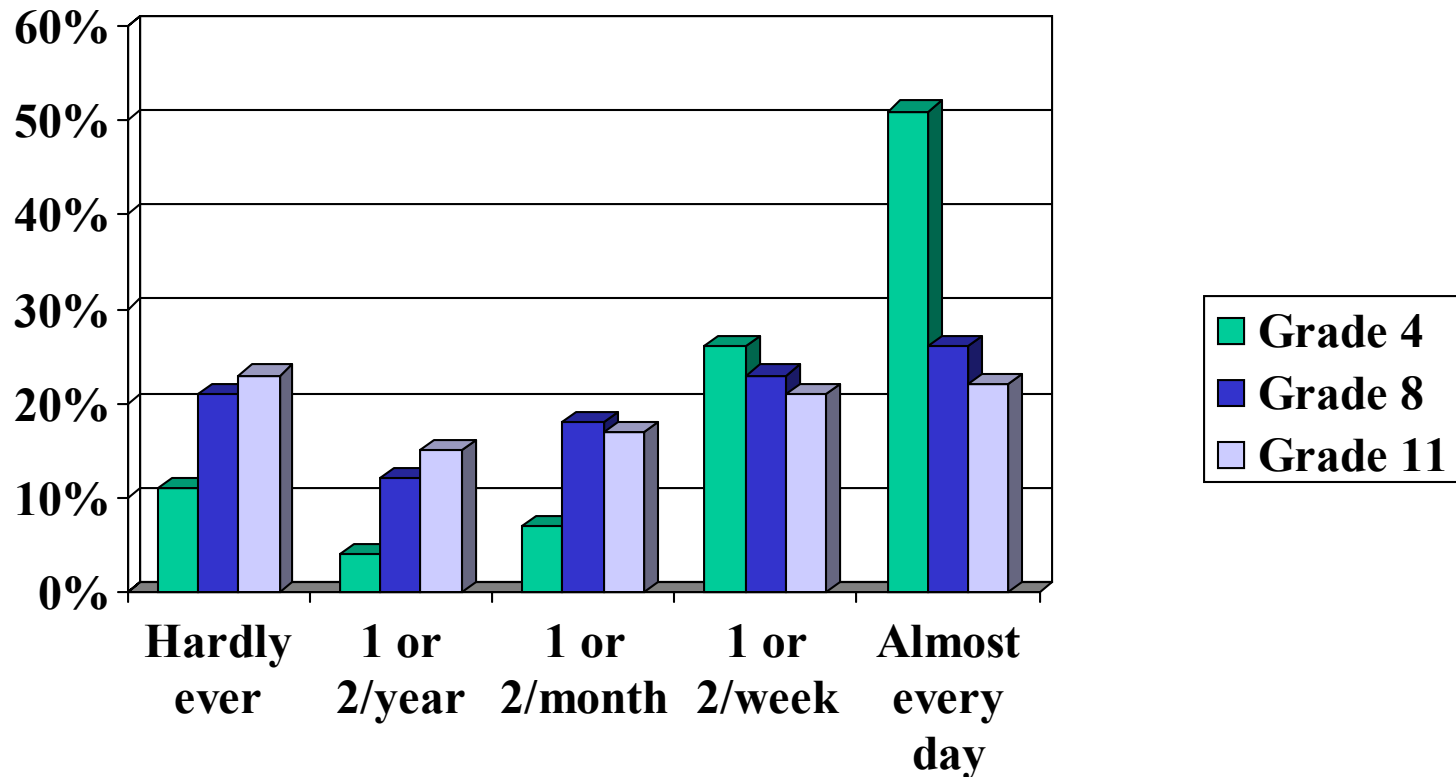
Reading Proficiency Levels Grades 4, 8, and 11



**Student
Questionnaire
Results**

Student Questionnaire:

How often do you read for fun on your own time?



State 8th Grade Reading Standards

Skill	Total Items	Percent Correct
Construct meaning	47	67%
Apply skills & strategies*	100	64%
Select, read, respond*	3	62%
Evaluate, synthesize	9	61%

Use your
system/school/class/student
reports

Use your
system/school/class/student
reports

Use your
system/school/class/student
reports

Use your
system/school/class/student
reports

Why give a norm-referenced test

- Inform instruction
- Measure student achievement:
- Measure growth over time

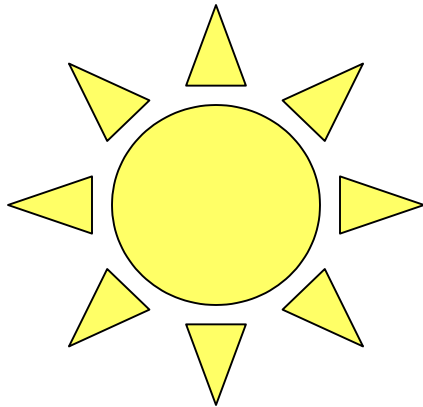
Montana Standards

- **Basic Knowledge***
- **Application of basic and specific knowledge**
- **Process skills**

What If ?

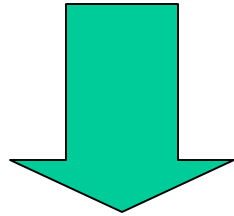
- We teach basic and specific knowledge and give students the opportunity to use that knowledge and for it to become part of what they know and can do?
- And, what if we do this continuously in every grade and subject?

Then, we should have validation
between the norm-referenced test
and local assessments and
student learning



In the Classroom

- Teaching and assessing content standards
 - Basic and specific knowledge AND
 - Application and process skills



- Student learning AND
- Seamless test preparation

What do I do if, like Goldilocks,
my assessment porridge is:

- **Too hot!** My students scored very high on local assessments and very low on the norm-referenced test?
- **Too cold!** My students scored very low on the local assessments and very high on the norm-referenced tests?

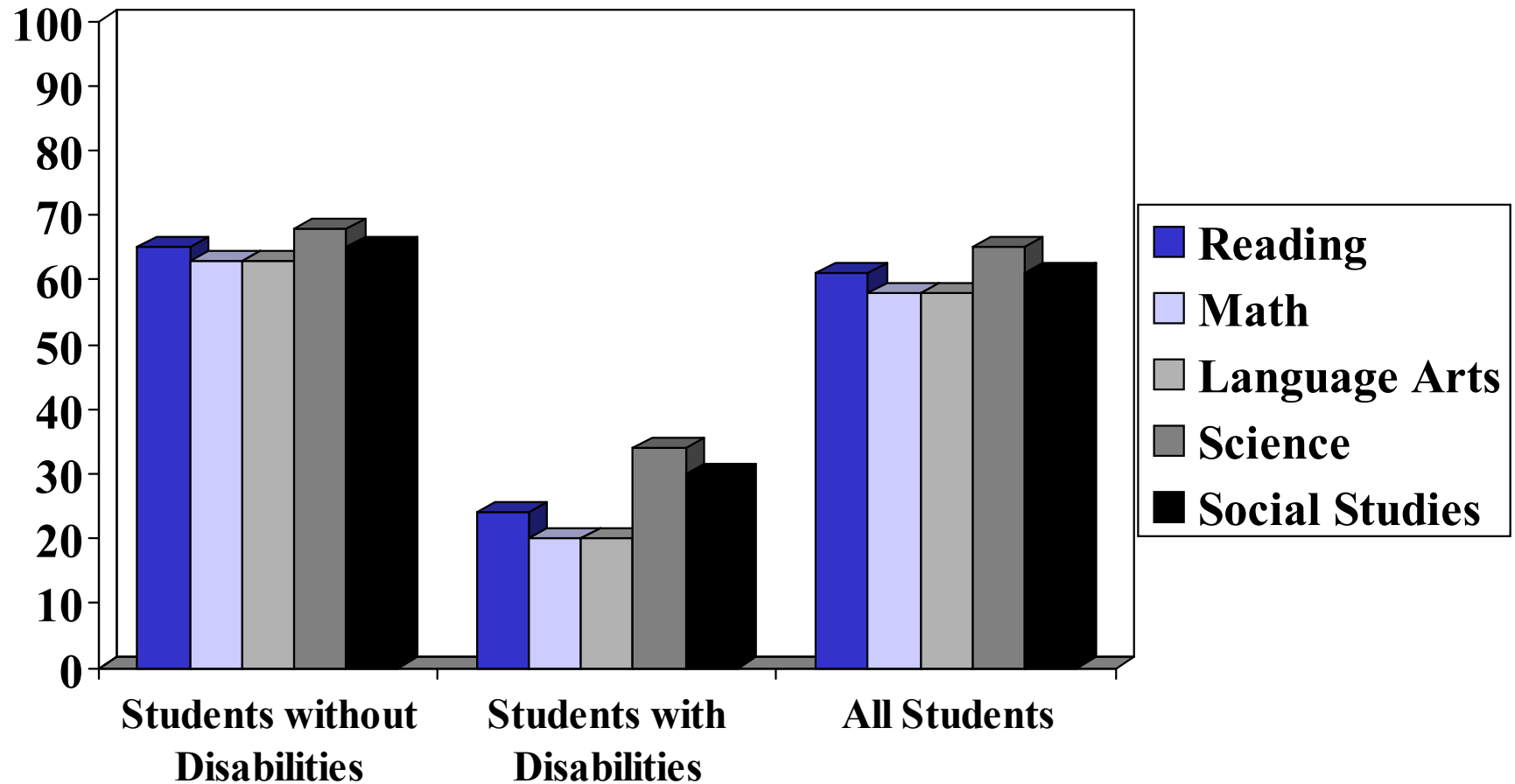
Just Right

**The local and national assessments
paint similar pictures of student
achievement**



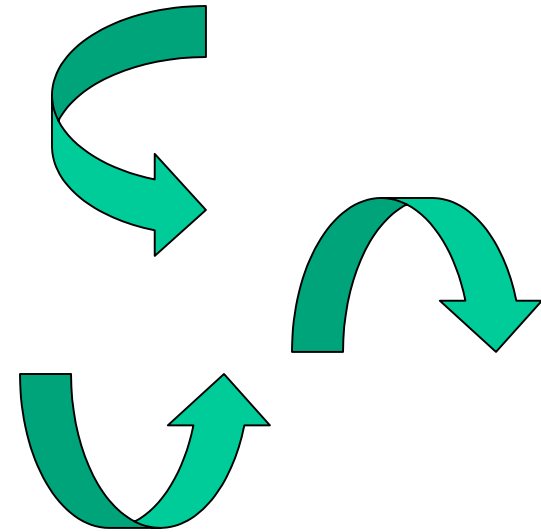
And what about different populations?

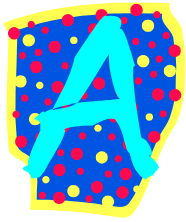
Grade 8 NPR 2001



Current Status of MontCAS

- Phase 1
 - Norm-referenced test
- Next phases
 - Title 1
 - Criterion-referenced test
 - Performance measures
 - All students
 - Multiple measures





The Good News

- **Assessment literacy**
- **Standards alignment to district/school assessment**

What Else?

- Plans for Task force—using an item analysis, will determine which standards are and aren't being addressed in the norm-referenced test
 - Provide this information to all schools
 - Recommendation for multiple measures
 - Guidelines for multiple measures

Sneak Preview

Spring Testing Timeline

Week of 2/04/02 Training for School/System Test Coordinators

Live video conferences on February 4 and on site meetings. Test coordinators should plan to attend one .

Video conferences: February 4, 10:00 am – 1:00 pm in Billings, Butte, Glasgow, Great Falls, Havre, Helena, Kalispell, Miles City, Missoula, and Sidney.

Preview Cont'd

On site training:

Date	Site	Time
Feb. 4	Bozeman	10:00 am – 1:00 pm
Feb. 5	Great Falls	10:00 am – 1:00 pm
Feb. 6	Missoula	10:00 am – 1:00 pm
Feb. 7	Billings	10:00 am – 1:00 pm
Feb. 8	Glendive	10:00 am – 1:00 pm

More Preview

Date	Event
Week of 2/25/02	System Test Coordinators receive and inventory shipment of test materials. Distribute materials to districts/schools.
Week of 3/4/02	Administer grade 4 Practice Tests
Weeks of 3/11 – 3/29/02	Administer tests at grades 4, 8, and 11, including make-ups.
4/08/02	Final pickup date for answer documents

APQC AND CCSO AWARDED GRANT TO TRAIN EDUCATORS IN DATA DISAGGREGATION

The American Productivity & Quality Center (APQC), in partnership with the Council of Chief State School Officers, has been awarded a \$833,897 grant from the U.S. Department of Education to train educators in data disaggregation and instructional strategies.

“

The training will focus on helping school districts learn how to:

- * Disaggregate student achievement test data in order to get data about the individual child at the “item” level, organized by school, grade, subject, student, assessment, question, answer, teacher, and for all sub-groups by race, gender, or socioeconomic condition
- * Use these data to alter instructional strategies to increase student achievement for all children
- * Use and deploy quality tools for continuous and systemic improvement across the district



Join **U**s in **M**easuring **P**rogress

Coming Soon:

A monthly online OPI assessment
newsletter.

Get the JUMP and watch for it on
January 25.